- client access licenses
- CODEC/Video Encoder
- documentation
- · edge devices
- Terminal Servers, Web servers, file servers used exclusively for Email and potentially remote access servers that are conditionally eligible.
- · firewall hardware and software
- FRAD
- graphics cards for eligible servers
- · hard disk drive
- hub
- LAN's
- · maintenance and technical support
- media converter
- RAM as a component of an eligible product
- monitors for eligible servers
- network interface cards
- network switches
- PBX both wired and wireless
- processor terminator card for an eligible server
- racks
- RAID
- relay I/O module
- routers
- software
- system improvements and upgrades
- tape backup as part of an eligible server
- transceiver
- UPS and batteries
- video Equipment
- VOIP equipment

Miscellaneous

Miscellaneous items include services and hardware essential to achieve the goals of the Educational Technology Strategic Plan. The match for these items is similar to the Internal Connection match funding and is provided through the same funding sources. Miscellaneous items include:

- configuration charges
- extended warranty charges
- taxes, surcharges and other similar charges
- technical services
- voice mail services including hardware

APPENDIX C - CRITERIA FOR EETT TECHNOLOGY PLANS

1. PLAN DURATION CRITERION		Example of Adequately Addressed	Example of Not Adequately Addressed	
The plan should guide the district's use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)		The technology plan describes the LEA use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). The plan must include a specific start and end date (7/1/10 to 6/30/15).	The plan is less than three years or more than five years in length.	
2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).				
Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.		The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows the district actively sought participation from a variety of stakeholders.	
3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).			The plan explains	
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	Description of teachers' and students' current access to technology tools both during the school day and outside The plan describes the technology access availa in the classrooms, library/media centers, or labs for all students and			

				available, who
				has access, and
		Ace to 17.8699 (when various
				students and
		Section 1		teachers can use
				the technology.
	Description of the		The plan describes the	The plan cites
	district's current use of		typical frequency and type	district policy
ľ	hardware and software		of use (technology	regarding use of
	to support teaching and		skills/information and	technology, but
1	learning.	11 Town of 1,13	literacy integrated into the	provides no
1			curriculum).	information
		11860 H.W. C.		about its actual
				use.
	Summary of the		The plan summarizes the	The plan does not
(district's curricular		district's curricular goals	summarize
	goals that are		that are supported by the	district curricular
S	supported by this tech		plan and referenced in	goals.
1	plan.		district document(s).	
d. I	List of clear goals,		The plan delineates clear	The plan suggests
•	measurable objectives,		goals, measurable	how technology
2	annual benchmarks,		objectives, annual	will be used, but
٤	and an implementation		benchmarks, and a clear	is not specific
F	plan for using		implementation plan for	enough to know
t	technology to improve		using technology to support	what action needs
t	teaching and learning		the district's curriculum	to be taken to
l	by supporting the	eres di Comme de la	goals and academic content	accomplish the
C	district curricular		standards to improve	goals.
9	goals.		learning.	
	List of clear goals,		The plan delineates clear	The plan suggests
	measurable objectives,		goals, measurable	how students will
	annual benchmarks,		objectives, annual	acquire
E	and an implementation		benchmarks, and an	technology skills,
1	plan detailing how and		implementation plan	but is not specific
,	when students will		detailing how and when	enough to
2	acquire the technology		students will acquire	determine what
S	skills and information		technology skills and	action needs to
l	literacy skills needed to	Tie de CLEMBO	information literacy skills.	be taken to
S	succeed in the		_	accomplish the
C	classroom and the			goals.
	workplace.			

		ar							
f. List of goals and an		The plan describes or	The plan suggests that						
implementation plan	######################################	delineates clear goals	students and teachers will						
that describe how the		outlining how students and	be educated in the ethical						
district will address t	e	teachers will learn about the	use of the Internet, but is						
appropriate and ethic	al San Allia	concept, purpose, and	not specific enough to						
use of information		significance of the ethical	determine what actions						
technology in the		use of information	will be taken to						
classroom so that		technology including	accomplish the goals.						
students and teachers		copyright, fair use,	decomplish the goals.						
can distinguish lawfu		plagiarism and the							
from unlawful uses of		implications of illegal file							
		31 ·							
copyrighted works,		sharing and/or downloading.]						
including the following									
topics: the concept ar									
purpose of both									
copyright and fair us									
distinguishing lawful									
from unlawful									
downloading and pee	7575 (15. III) IE (2585237370 mmmmmmm								
to-peer file sharing; a	ıd 🗼 🕮								
avoiding plagiarism	130								
g. List of goals and an	2000 pt 1 1 1 1 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2	The plan describes or	The plan suggests						
implementation plan		delineates clear goals	Internet safety education						
that describe how the	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	outlining how students and	but is not specific enough						
district will address	Andrew (1974)	teachers will be educated	to determine what actions						
Internet safety,		about Internet safety.	will be taken to						
including how studen	s	•	accomplish the goals of						
and teachers will be			educating students and						
trained to protect		는 경	teachers about Internet						
online privacy and			safety.						
avoid online predator			322-05.						
h. Description of or goa		The plan describes the	The plan does not						
about the district pol	1, 11 10, 110, 100, 100, 100, 100, 100,	policy or delineates clear	describe policies or goals						
or practices that ensu	* 11.01.0000 (B)((0.0000)	goals and measurable	that result in equitable						
equitable technology		objectives about the policy	technology access for all						
access for all students		or practices that ensure	students. Suggests how						
access for an students		equitable technology access	technology will be used,						
		······································							
		for all students. The policy	but is not specific enough to know what action						
	Tarrage of the control of the contro	or practices clearly support	1						
1		accomplishing the plan's	needs to be taken to						
- T		goals.	accomplish the goals.						
i. List of clear goals,	antimore for a second of the s	The plan delineates clear	The plan suggests how						
measurable objective	,	goals, measurable	technology will be used,						
annual benchmarks,		objectives, annual	but is not specific enough						
and an implementation	FU-04522333333333333	benchmarks, and an	to know what action						
plan to use technolog		implementation plan for	needs to be taken to						

	4. 1 4 7 4		The state of the s	annualist the state
	to make student record	ieste (C. Orsonio	using technology to support	accomplish the goals.
	keeping and assessment	anderski serrast vetski ili. Bio odece je 2000.	the district's student record-	
	more efficient and		keeping and assessment	
1	supportive of teachers'		efforts.	1
	efforts to meet			
	individual student			
	academic needs.			
<u> </u>			Triangle delice to the	The sales are to be seen
j.	List of clear goals,		The plan delineates clear	The plan suggests how
	measurable objectives,		goals, measurable	technology will be used,
	annual benchmarks,		objectives, annual	but is not specific enough
ļ	and an implementation		benchmarks, and an	to know what action
	plan to use technology		implementation plan for	needs to be taken to
	to improve two-way		using technology to improve	accomplish the goals.
ĺ	communication		two-way communication	secomplian the games
ļ				1
1	between home and		between home and school.	<u> </u>
	school.			
k.	Describe the process		The monitoring process,	The monitoring process
	that will be used to		roles, and responsibilities	either is absent, or lacks
	monitor the Curricular		are described in sufficient	detail regarding
	Component (Section		detail.	procedures, roles, and
	3d-3j) goals, objectives,			responsibilities.
Ì				responsionates.
	benchmarks, and			
	planned			1
	implementation	The second secon		
1	activities including			}
	roles and			1
Ī	responsibilities.			
4.	PROFESSIONAL			
	DEVELOPMENT			
	COMPONENT			
	CRITERIA			
ľ				
	Corresponding EETT			
	Requirement(s): 5 and 12	ara gudanan		
	(Appendix D).	police sullus		
a.	Summary of the		The plan provides a clear	Description of current
1	teachers' and	ga a a stailing	summary of the teachers'	level of staff expertise is
	administrators' current		and administrators' current	too general or relates only
	technology proficiency		technology proficiency and	to a limited segment of the
	and integration skills	Ver il tiere	integration skills and needs	district's teachers and
	and needs for	Medick II and I	for professional	administrators in the focus
			•	
	professional		development. The findings	areas or does not relate to
	development.		are summarized in the plan	the focus areas, i.e., only
1			by discrete skills that	the fourth grade teachers
			include Commission on	when grades four to eight
1			Teacher Credentialing	are the focus grade levels.
			(CTC) Standard 9 and 16	
		CCC COLUMN TO THE STATE OF THE	(C.C) CHILLIAN A / HILL IV	L

		proficiencies.	
	List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d - 3j) of the plan. Describe the process	proficiencies. The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d - 3j) of the plan. The monitoring process,	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
	that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.	roles, and responsibilities are described in sufficient detail.	either is absent, or lacks detail regarding who is responsible and what is expected.
	INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).		
а.	Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development		The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is

C	1 (1) (1) (1) (1) (1) (1) (1) (1) (1) (1	
Components (Sections 3	A CALL STATE OF THE STATE OF TH	missing or lacks sufficient
& 4) of the plan.		detail.
b. Describe the technology		The plan includes a
hardware, electronic		description or list of
learning resources,	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX	hardware, infrastructure,
networking and		and other technology
telecommunications		necessary to implement
infrastructure, physical		the plan, but there doesn't
plant modifications, and	The state of the s	seem to be any real
technical support	STATE OF THE STATE	relationship between the
needed by the district's		activities in the
teachers, students, and		Curriculum and
administrators to		Professional Development
support the activities in		Components and the listed
the Curriculum and		equipment. Future
Professional		technical support needs
Development		have not been addressed
components of the plan.		or do not relate to the
Ī		needs of the Curriculum
[COLUMN COLD SECTION CONTROL OF THE COLUMN CO	and Professional
	SECTION OF THE SECTIO	Development
1	0322 XXII VA 63 00 00 00 00 00 00 00 00 00 00 00 00 00	Components.
c. List of clear annual		The annual benchmarks
benchmarks and a		and timeline are either
timeline for obtaining		absent or so vague that it
the hardware,		would be difficult to
infrastructure, learning		determine what needs to
resources and technical		be acquired or repurposed,
support required to		by whom, and when.
support the other plan		, , , , , , , , , , , , , , , , , , ,
components identified		
in Section 5b.		!
d. Describe the process	The Control of the Co	The monitoring process
that will be used to		either is absent, or lacks
monitor Section 5b &		detail regarding who is
the annual benchmarks		responsible and what is
and timeline of		expected.
activities including roles		expected.
and responsibilities.		
and responsibilities.	The Telegraph Walling	
6. FUNDING AND	A0000000 1 122000 0000000 20000000	
BUDGET		
COMPONENT		
CRITERIA	FIGURE OF STATE AND	
I.		
Corresponding EETT		
Requirement(s): 7 & 13,		<u> </u>

(Appendix D)		
a. List established and		Resources to implement
potential funding		the plan are not clearly
sources.		identified or are so general
30ui ces.		as to be useless.
b. Estimate annual	Hill Control of Control of California	Cost estimates are
implementation costs		unrealistic, lacking, or are
for the term of the plan.	C A C C C C C C C C C C C C C C C C C C	not sufficiently detailed to
los the term of the plant		determine if the total cost
		of ownership is addressed.
c. Describe the district's		Replacement policy is
replacement policy for		either missing or vague. It
obsolete equipment.		is not clear that the
		replacement policy could
		be implemented.
d. Describe the process		The monitoring process
that will be used to	And the second s	either is absent, or lacks
monitor Ed Tech		detail regarding who is
funding,		responsible and what is
implementation costs		expected.
and new funding	2.01.21.3.3500000	
opportunities and to		
adjust budgets as		
necessary.		
7. MONITORING AND	COCCAS COLLEGE	
EVALUATION		
COMPONENT		
CRITERIA		
Corresponding EETT		
Requirement(s): 11		
(Appendix D).		N
a. Describe the process for		No provision for an
evaluating the plan's		evaluation is included in
overall progress and impact on teaching and		the plan. How success is determined is not defined.
learning.	Section 1 of Secti	The evaluation is defined,
icai hing.		but the process to conduct
		the evaluation is missing.
b. Schedule for evaluating		The evaluation timeline is
the effect of plan		not included or indicates
implementation.	ngaran Ali II isabah barah	an expectation of
P		unrealistic results that
		does not support the
	Section 1	continued implementation
		of the plan.
c. Describe the process		The plan does not provide
	Management Contract of the Contract of Con	

8.	and frequency of communicating evaluation results to tech plan stakeholders. EFFECTIVE COLLABORATIVE STRATEGIES WITH		a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.
	ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).		
	If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.
9.	RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).		
a.	Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.

b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.	The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical	There is no plan to use technology to extend or supplement the district's curriculum offerings.
Figure 1 and	resources).	
References		
E-RATE Supplement		
Appendix C: Criteria		
for EETT Technology		
Plans		
Appendix J:		
Technology Plan	Conservation (Conservation Conservation Cons	•
Contact Information		

APPENDIX J - TECHNOLOGY PLAN CONTACT INFORMATION

Education Technology Plan Review System (ETPRS) Contact Information

County & District Code: 37 - 68338
School Code (Direct-funded charters only):
LEA Name: San Diego Unified School District
*Salutation: Mr.
*First Name: <u>Darryl</u>
*Last Name: <u>LaGace</u>
*Job Title: Chief Information and Technology Officer
*Address: 4100 Normal Street, Room 1110
*City: <u>San Diego</u>
*Zip Code: <u>92103-2682</u>
*Telephone: 619) 260-5473 Ext
Fax: <u>(619) 725-7497</u>
*E-mail: <u>dlagace@sandi.net</u>
Please provide backup contact information.
1 st Backup Name: <u>Barbara Allen</u>
1 st Backup E-mail: <u>barbara.allen@sandi.net</u>
2 nd Backup Name: <u>Toren Allen</u>
2 nd Backup E-mail: <u>tallen@sandi.net</u>
*Required information in the ETPRS

General Software

A - Awareness Level

G - Guided Level

I - Independent Level

M - Mastered

O - Optional

Standards and Core Competencies

NETS Student Standards:

- 1. Basic Operations and Concepts
 - Students demonstrate a sound understanding of the nature and operation of technology systems.
 - Students are proficient in the use of technology.
- 6. Technology Problem-Solving and Decision-Making Tools
 - Students use technology resources for solving problems and making informed decisions.
 - Students employ technology in the development of strategies for solving problems in the real world.

Core Competencies:

- 1. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.
- 9. Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving.

	Knowledge and Skills	K	1	2	3	4	5	6	7	8	9	10	11	12
Α	Start up and quit applications.	G	I		***					The second secon		-		
В	Create a new document; save, open, close a document; print a document.	G	G	G	I	I		The same same same same same same same sam	and the same of th	r peens	Share have a			
С	Use "Save As" appropriately.	Α	Α	G	G	I		¥100000		The second secon		A Company of the Comp	Control of the Contro	
D	Choose appropriate page orientation.	Α	Α	G	I	I		***************************************		* 34.3004.303	-	Section Artist		
E	Save and retrieve documents from hard drive, external disks, serers and web based digital storage (understand desktop navigation/hierarchy).	A	G	G	I	I		Complex Polyacidates and a second second second second	emandedentinate (A. C.	The Annual Control of the Control of		PETER TELEFORMAN CONTRACTOR CONTR	Process of the state of the sta	THE REST OF THE PROPERTY OF TH
F	Copy or cut and paste text and/or pictures from one program to another.	A	G	G	I	1		A W C A C A C A C A C A C A C A C A C A			Saturana	Charles decided	-	AND THE PERSON AND TH
G	Use help menu as a method for problem solving.	Α	Α	G	G	I		des rose to			-	AL AUMERIC		
Н	Import and export a document.				Α	G	G	I	I			-		
I	Choose appropriate software for the task.	2 - reformander	MICHENNIA.			Α	G	G	I		-			

J	Install and configure software programs.	O	О	О	О	O	O	О	0	O	O	O	O	0
K	Set preferences on software programs.	О	О	O	О	0	O	0	0	O	О	O	O	0

Operating System

A	- Awa
G	- Guic
I	- Inde
M	- Mas
1 O	- Opti

Standards and Core Competencies

Standards:

- 1. Basic Operations and Concepts
 - Students demonstrate a sound understanding of the nature and operation of technology systems.
 - Students are proficient in the use of technology.
- 6. Technology Problem-Solving and Decision-Making Tools
 - Students use technology resources for solving problems and making informed decisions.
 - Students employ technology in the development of strategies for solving problems in the real world.

Core Competencies:

- 1. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use
- 9. Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applicati

	Knowledge and Skills	K	1	2
Α	Start, shut down, restart.	G	I	
В	Insert and remove disks correctly (CD-ROM's and DVD's).	А	G	I
С	Use help menu as a method for problem solving.	Α	Α	G
D	Printer: add, remove, and select the appropriate.	A	A	G
Е	Understand the desktop, window manipulation (minimize window, close window, maximize window), finder/program manager, application/finder menu, and dock/short cut bar.	A	G	G
F	Use file management including delete, copy, paste, backup, format/initialize external hard drive/flash drive, and cross-platform file transfer.	We shall be	Prof. 2 consequences pp. 3	A
G	Troubleshoot OS including quitting stalled programs.			WORKED WAT AT
Н	Install appropriate software drivers for interenal and external hardware or equipment.			
I	Initialize and partition hard drives.			

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	Install operating system software.		100	
3	Set system preferences.			

Operating System

A - Awareness Level

G - Guided Level

I - Independent Level

M - Mastered

O - Optional

Standards and Core Competencies

Standards:

- 1. Basic Operations and Concepts
 - Students demonstrate a sound understanding of the nature and operation of technology systems.
 - Students are proficient in the use of technology.
- 6. Technology Problem-Solving and Decision-Making Tools
 - Students use technology resources for solving problems and making informed decisions.
 - Students employ technology in the development of strategies for solving problems in the real world.

Core Competencies:

- Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.
- 9. Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving.

	Knowledge and Skills	K	1	2	3	4	5	6	7	8	9	10	11	12
Α	Start, shut down, restart.	G	I		Aphilophysis, str. st		Ì							
В	Insert and remove disks correctly (CD-ROM's and DVD's).	Α	G	I							7			of Control
C	Use help menu as a method for problem solving.	Α	Α	G	G	Ī								
D	Printer: add, remove, and select the appropriate.	A	Α	G	G	I	I							
E	Understand the desktop, window manipulation (minimize window, close window, maximize window), finder/program manager, application/finder menu, and dock/short cut bar.	Α	G	G	I	I	I				As a fight of the first of the commonweal commonweal first of the firs			evening () = -(1 - 4 (specimensus announcement en e)
F	Use file management including delete, copy, paste, backup, format/initialize external hard drive/flash drive, and cross-platform file transfer.		Ac Carears at	Α	G	G	G	I	I		00000000000000000000000000000000000000			7

G	Troubleshoot OS including quitting stalled programs.				Α	Α	G	G	Ι			**************************************		TO THE OWNER OF THE OWNER
Н	Install appropriate software drivers for interenal and external hardware or equipment.	**********					o	0	0	0	0	0	o	0
I	Initialize and partition hard drives.			E E E E					,		O	0	0	0
J	Install operating system software.	normagnay a.g.ag	rementer.	/*************************************			- Commente de la Comm	Par 8 (MAIN) / / 14	JAN 1.745	JOINES C. 14,743*	O	О	О	0
K	Set system preferences.	an avorder?	-	<u> </u>						p., 4.2, Allendrich	O	O	0	O

Word Processing

A - Awareness Level

G - Guided Level

I - Independent Level

M - Mastered

O - Optional

Standards and Core Competencies

Standards:

- 3. Technology Productivity Tools
 - Students use technology tools to enhance learning, increase productivity, and promote creativity.
 - Students use productivity tools to collaborate in constructing technology-enhanced models, preparing publications, and producing other creative works.
- 6. Technology Problem-Solving and Decision-Making Tools
 - Students use technology resources for solving problems and making informed decisions.
 - Students employ technology in the development of strategies for solving problems in the real world.

Core Competencies:

	Knowledge and Skirls	K	1	2	3	4	5	6	/	8	9	10	11	12
Α	Enter text and line break (character keys, space bar and return/enter key).	I			, (,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	Average of Avera cannot va	DOWNSON CONTRACT CALL TOWN							
В	Delete text (delete key or backspace key).	I			-									***************************************
С	Insert and move cursor (arrow keys, mouse, optional touch screen).	G	I			A Children Co. occurrence acres			A Commonweal Common Com					
D	Use basic punctuation keys (shift, question mark, period and comma keys).	G	G	I		To the same and the same and the same			And the second s				C C C C C C C C C C C C C C C C C C C	
Е	Create numbered and bulleted list.	Α	G	I				No of the latest and		Frank was	-			
F	Format and edit text by highlighting font, size, style; replace or delete existing text.	А	G	G	I			The state of the s	111 181 111 111 111 111 111 111 111 111					***************************************
G	Change justification and line spacing using basic ruler.	Α	G	G	I				-					
Н	Print document to include proper page orientation (portrait or landscape)	A	G	G	I						Processor of	X	Constitution of the contract o	
ı	Add hyperlinks	A	G	G	I			The state of the s						
J	Cut, copy and paste text to another location in		Α	G	G	I			ļ					

	same document.	:							To the state of th				3	PLAT LABORITAN
K	Use spelling check (words and entire document).		1	Α	G	I			- Control of the cont			(arren a rere		
L	Use help menu as a method for problem solving.	Α	Α	G	G	I								
M	Cut, copy and past text to and from another document.			Α	G	G	J				***		The second second second	
N	Import and arrange graphics in document (copy, paste, wrap text around graphic).			The same of the sa	A Commence of the Commence of	Α	G	G	I					
0	Format document (margins, headers, footers, page numbering)				THE STREET COURT WITH COURT OF THE STREET	Α	G	G	I					
P	Format paragraph and page (tab, indent, hanging indent, line spacing, outline format).			Action on the second	**************************************	A	G	G	I				A Carrier of Carrier o	
Q	Create a multi-column document.				the part of the same	Α	G	G	I				A SE SE SAN ONLY	
R	Use find/replace, thesaurus, user/custom dictionaries.	4		100000000000000000000000000000000000000	The state of the s		A	G	I		The san areas of annual		L'Ad by A by Annesses	
S	Import/export to other files, formats, documents or applications.			A CANADA AND A CAN	A CHARLES OF THE COLUMN	The state of the s	A	G	I				by a particular department	
T	Merge data from database or spreadsheet into word processing documents (e.g., form letter).			The same of the sa		Α	G	G	I					
U	Print only certain page numbers, multiple copies, and be able to select different desktop or network printers.			The second secon	Apple of the Park Shadenson accounts Wenney	Α	G	G	I		an a sept of the transformation than the transformation than		Salary 1 to a series and a seri	7. 4 100 100 100
V	Format tables (create, change row/column size, merge cells, repeat heading rows, format paragraphs inside cells, borders).	-		And the second s	Transmission of the state of th	Α	G	G	I				The second secon	months of the
W	Use document tracking to edit a document with multiple people.		Con- manager.	A) Palabase	Transport of the State of the S	Α	G	G	I	I	I		Same on an agency of phonon	
X	Use appropriate tools to make forms.			100				Α	G	G	1	1	I	
Y	Use autotext feature.		-		A.Pert Velanor			Α	G	G	I	I	I	
Z	Use the version save option when editing a document multiple times.						The second secon	Α	G	G	Ι	I	I	

Keyboarding

A - Awareness Level
G - Guided Level
I - Independent Level

M - Mastered O - Optional

Standards and Core Competencies

Standards:

- 3. Technology Productivity Tools
 - Students use technology tools to enhance learning, increase productivity, and promote creativity.
 - Students use productivity tools to collaborate in constructing technology-enhanced models, preparing publications, and producing other creative works.
- 6. Technology Problem-Solving and Decision-Making Tools
 - Students use technology resources for solving problems and making informed decisions.
 - Students employ technology in the development of strategies for solving problems in the real world.

Core Competencies:

	Knowledge and Skills	K	1	2	3	4	5	6	7	8	9	10	11	12
A	Recognize and locate letters and numbers on a keyboard.	I						1		e transcomment or out are			The second decomposes	
В	Use basic key functions (space bar, return/enter key, shift key, arrow keys, caps lock, delete/backspace, option/alt, tab key, F keys).	Α	G	I		and the same and t	Among a Charles and a second and a second			Adamson opposite ANY ATTENNANT and all ANA		***************************************	date and the property of the second	Martin Martin Martin (M. (M.) (M.) (M.) (M.) (M.) (M.) (M.)
C	Demonstrate correct home row position.	Α	G	G	I			. 70703034	52606762	ye) (-t		inamen.		
D	Enter text at a defined speed with acceptable accuracy.	A	G	G	20 w/m	25 w/m	30 w/m		1	Principles and annual control of the	The separate area was			Marine Constitution
Е	Use correct right- and left-hand keyboard positions.	Α	G	G	I	I	I		P**********	in a constant			[
F	Use key combinations on keyboard for menu shortcuts when using operating system and software applications.		And the state of t	STATE OF STREET OF STREET, STR	6 1.00000 a 2-belleures	0	О	О	О	o	o	o	О	O

Graphics

A - Awareness Level
G - Guided Level
I - Independent Level
M - Mastered
O - Optional

Standards and Core Competencies

Standards:

- 3. Technology Productivity Tools
 - Students use technology tools to enhance learning, increase productivity, and promote creativity.
 - Students use productivity tools to collaborate in constructing technology-enhanced models, preparing publications, and producing other creative works.
- 6. Technology Problem-Solving and Decision-Making Tools
 - Students use technology resources for solving problems and making informed decisions.
 - Students employ technology in the development of strategies for solving problems in the real world.

Core Competencies:

	Knowledge and Skills	K	1	2	3	4	5	6	7	8	9	10 1	1 12
Α	Use editing tools in drawing and painting (select, add color and pattern, resize, crop, erase).	A	Α	G	G	I		A temperature of the state of the state of	Control of the Control	A a a Carte of Carte of Carte	The same of the sa		The state of the s
В	Use help menu as a method for problem solving.	Α	Α	G	G	Ι		and a remotion		-	i		
С	Capture still images from various digital sources (e. g., scanners, digital cameras, Internet).	-		A	G	I	I				A SALL SALL SALL SALL SALL SALL SALL SA	Company	
D	Use editing tools in drawing and painting (select, add color and pattern, resize, crop, erase).		Manage Control	A	G	G	G	I					
Е	Use principles of design (proportion, balance, contrast, rhythm, emphasis, unity - see Appendix E, Design Principles and Tips).	4			A	G	G	G	I		AND THE PROPERTY AND THE PROPERTY OF THE PROPE	The same of the sa	American an are see an are
F	Import and export graphics in appropriate file format (e.g., eps, tiff, pict, jpeg, gif).		M. M. Lat.		***************************************	A	G	G	I		The War Market Commencer of the Commence		And the second s
G	Know appropriate type of graphics application to complete a given task (drawing, painting or photo enhancement).					Α	G	G	1		Band Application and an artist and an artist and artist artist and artist and artist artist artist and artist		

Н	Save graphic with attention to file size and media storage.		Total Manager Total			A	G	G	I		-			
	Know the appropriate type of graphics application to complete a give task (drawing, painting, or photo enhancement)		da ver a communica a communica a communica de compositivo de la compositivo della co			A	G	G	I			and the property of the control of the control of		
J	Plan, organize and save multimedia files with attention to file size and media storage.	:	0 mm			A	Α	A	G	G	1	I	I	
K	Create original artwork using the tools within a grade- appropriate graphics program.	G	I	I	I	I	I	I	I	I	I	I	I	
L	Create original 3-D graphics and animations.						Alleman de la companya de la company	Verencouran.	0	O	0	0	0	0
M	Create original graphics using professional graphics applications.			WC.M.M.	Marito Mari	Andreas designation of the state of		PA / Triblehr commencerocones	0	0	0	0	0	0
N	Create original graphics with multiple layers.					· · · · · · · · · · · · · · · · · · ·	200	AN MAIN AND	0	0	0	o	0	0
О	Plan, organize and save multimedia files.		, mar 1		:	-		Za Min for home	0	0	0	0	0	0

Desktop Publishing

A	- Awareness Level	ú
G	- Guided Level	- , 1 ' '0'
I	- Independent Lev	el
M	- Mastered	
O	- Optional	

Standards and Core Competencies

Standards:

- 4. Technology Communication Tools
 - Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audi-
 - Students use a variety of media and formats to communicate information and ideas effectively to multiple
- 5. Technology Research Tools
 - Students use technology to locate, evaluate, and collect information from variety of sources.
 - Students use technology tools to process data and report results.
 - Students evaluate and select new information resources and technology innovations based on the approp
- 6. Technology Problem-Solving and Decision-Making Tools
 - Students use technology resources for solving problems and making informed decisions.
 - Students employ technology in the development of strategies for solving problems in the real world.

Core Competenies:

6. Design, develop, publish, and present products (e.g., Web pages, videotapes using technology resources that curriculum concepts to audiences inside and outside the classroom.

	Knowledge and Skills	K	1	2	3	4	5	6	7	8	9
A	Choose justification or ragged right margin.		Α	G	G	I	I				-
В	Use appropriate fonts and styles in headlines (more latitude, fancier but readable).	p. maximi	Α	G	G	I	I			,	
C	Use help menu as a method for problem solving		400 M	Α	G	G	I	I			-
D	Use appropriate fonts, style and size.			Α	G	G	I	I		[
Е	Identify serif/sans serif fonts and use them appropriately.		***************************************	Α	G	G	I	I			
F	Avoid use of all caps in headlines.		Α	A	G	G	I	I		P# # 10000	-
G	Set the column width.	ĺ	Wiles control	A	A	G	G	I	I		
Н	Use age-appropriate software (e.g., ClarisWorks/Appleworks, PageMaker) for desktop publishing.	A	A	G	G	I	I	I	I		To the second

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I	Use principles of design (proportion, balance, contrast, rhythm, emphasis, unity - see			Α	G	G	G	I	I		Carrow Canada Anagana
J	Balance the size, color and style of the headline relative to body text.		4	Α	Α	G	G	I	I		-
K	Balance the artwork in relation to text.		Α	Α	G	G	G	I	Į		WAY AND A PARK
L	Apply shading and color where appropriate.			Α	Α	G	G	I	I		But for A Manual Can
M	Set tabs and hanging indents.		Α	Α	G	G	G	I	I		de se
N	Set the leading to control the white space between lines of text.					A CONTRACTOR OF THE CONTRACTOR			0	0	0
O	Use drop caps appropriately.			* constant		a consequent			0	0	0
P	Utilize kerning for the headline.				; ;	1		-	0	0	0
r465@ur161	Knowledge and Skills	К	1	2	3	4	5	6	7	8	9

Spreadsheet

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٤.		200	10	r.	100	211			134		ve			_
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									al			i.	i.	

Standards and Core Competencies

Standards:

- 3. Technology Productivity Tools
 - Students use technology tools to enhance learning, increase productivity, and promote creativity.
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 - Students employ technology in the development of strategies for solving problems in the real world.

Core Competencies:

	Knowledge and Skills	К	1	2	3	4	5	6	7	8	9	10	1.1	12
Α	Read and interpret information in a spreadsheet.	A	G	G	I	I		-			3	.,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	***************************************	
В	Enter, edit and delete information in a spreadsheet/graphing program.	A	G	G	I	I		DON' COMPANY PARMACULAR PAR	The contract of the contract o				The same of the sa	***************************************
C	Use help menu as a method for problem solving.	A	G	G	I	I		A ACTURE OF THE SECOND		7/9/8/8/8	1			
D	Set decimal place accuracy.			A	G	Ī		No.	- Section of the sect	7**********		-		
Е	Use basic formulas for adding, subtracting, multiplying, dividing, averaging (including median, mode), and determining percents.	Control of the Contro	See The Laboratory Assessment		Α	G	I	1	I		* Constitution on the State of			
F	Format cell attributes (e.g., columns, rows, justification, styles, number).	Ch. Dr. or communication		Α	G	G	I	I	I		-	engine and	ennement.	
G	Use data from a spreadsheet to create charts and graphs (use of chart wizard).	100 Carlot (100 Ca	A TANKS TANKS TANKS TANKS TO THE TANKS TO TH	Α	G	G	I	I	I		and was properly that the transfer and			
Н	Use "fill" for multiple entries of the same value or number.	and the first of t	V V V V V V V V V V V V V V V V V V V	,	Α	G	G	I	I		Process of catalog of the results	January M.	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	
I	Cut, copy and paste formulas, values and functions.	-	-	[Α	G	G	I	1		New Commence of the Commence o			
J	Create multiple column data tables with column headers.	NAME AND ADDRESS OF THE PARTY.			Α	G	G	I	I		A set Millian Washing		Construction Avenue	

K	Format document (margins, header, footer, page numbering).		Α	G	G	I	1		014140400000000000000000000000000000000			A A COLOR CONTRACTOR
	Print spreadsheet and/or chart with the ability to set print area.		Α	G	G	I	I		THE PERSON NAMED IN COLUMN TO PERSON NAMED I			To the second second
M	Link to multiple spreadsheets.	V V V V V V V V V V V V V V V V V V V				O	O	O	0	0	0	0
N	Conditional cell formatting (e.g., if <0, use red).					О	O	O	O	O	О	Ο